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AUTHOR Bjerstedt, Ake
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ABSTRACT

The Peace Education Commission (PEC) is a subgroup of the International Peace Research Association, established to facilitate international cooperation among individuals interested in peace education and research related to peace education. This brief report gives some information on this group and its history, focusing especially on the period 1990-1992. Lists of the peace education reports and miniprints published by the PEC during the period are included. (Author/LBG)

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THE PEACE EDUCATION COMMISSION: BRIEF NOTES ON POLICY AND PUBLICATION ACTIVITIES

Åke Bjerstedt

The Peace Education Commission (PEC) is a subgroup of the International Peace Research Association, established to facilitate international cooperation among individuals interested in peace education and research related to peace education. This brief report gives some information on this group, focusing especially on the period 1990-1992. Lists of the reports and miniprints published by PEC during this period are included.

THE PEACE EDUCATION COMMISSION: BRIEF NOTES ON POLICY AND PUBLICATION ACTIVITIES

Åke Bjerstedt
School of Education, Box 23501, S-20045 Malmö, Sweden
Tel: +46-40-325-133
Fax: +46-40-325-210

General Aim and Policy

The Peace Education Commission (PEC), the oldest subgroup of IPRA (The International Peace Research Association), was established to facilitate international cooperation among individuals interested in peace education and research related to peace education. It defines peace education in a broad way to include both explicit peace education (dealing, for example, with facts from peace research) and implicit peace education (dealing, among other things, with how to educate a new generation to acquire peaceable values and attitudes). PEC works with peace education at various educational levels (pre-school, compulsory school, secondary school, higher education), as well as in the general public sector.

Organizational Structure and Relations

PEC is semi-independent of IPRA. We recommend that PEC members also be members of IPRA, and PEC members try to meet at conferences arranged by IPRA every second year. However, according to tradition in this group, non-IPRA peace educators are also accepted in the PEC network. PEC is coordinated by a Council and an Executive Secretary (at present Åke Bjerstedt).

PEC Council members for 1992-1994 (up to the next general conference of IPRA) are now (after formal election in IPRA's 1992 general administrative meeting): Anima Bose (India), Abelardo Brenes (Costa Rica), James Calleja (Malta), Ofelia L. Durante (the Philippines), Ian M. Harris (USA), Takehiko Ito (Japan), Nagasura T. Madale (the Philippines), Solomon Nkiwane (Zimbabwe), John P. Synott (Australia), Toh Swee-Hin (Canada), S.P. Udayakumar (India/USA), Riitta Wahlström (Finland), Maura Ward (Ireland), and Veslemøy Wiese (Norway).

At the Kyoto Conference it was decided that the former executive secretaries should not be reelected to positions in the Council, but instead be listed as a separate group in information from PEC. We are tentatively using the term "PEC Seniors". The present list of *"PEC Seniors"* includes: Robert Aspeslagh (the Netherlands), Robin Burns (Australia), Celina Garcia (Costa Rica), Magnus Haavelsrud (Norway), and Christoph Wulf (Germany).

According to the latest directory of PEC, this commission now has about 350 members. – It is possible to organize special working groups or *sub-networks* within PEC. At present, there is one such sub-project dealing with university-level peace studies. Its main task has been to edit a special news bulletin for university-level peace studies. The editor of this news bulletin is Thomas Daffern (London University).

The History of PEC

Part of the history of PEC can be traced via the handbooks and article collections edited by former executive secretaries of PEC (cf bibliographies on peace education under R. Aspeslagh, R. Burns, M. Haavelsrud and Ch. Wulf). In addition, there is a doctoral dissertation on part of the development of PEC (Percival, M.A. An intellectual history of the Peace Education Commission of the IPRA. New York: Columbia University Teachers College, 1989.)

The PEC Serial Publications

The main ambition of PEC is to serve as a useful network for transnational information and support in the peace education area. As aids in this process, PEC now publishes five series of materials: (1) The PEC Journal "Peace, Environment and Education"; (2) The "Peace Education Reports"; (3) The "Peace Education Miniprints"; (4) The Mini-Newsletters; (5) The News Bulletin on University-Level Peace World Order Studies. All are distributed from PEC's Malmö office; editor of the first four series is Åke Bjerstedt; editor of the fifth series is Thomas Daffern.

"Peace Environment and Education" has now (from the autumn, 1990 till the end of 1992) published ten issues. During 1991 and 1992 four issues per year have appeared. Each issue typically contains 64 pages with subsections entitled: papers; people and perspectives (interviews with peace educators); places (brief conference reports); publications; and postscripts (mixed notes).

"Peace Education Reports" (PER) is a series of occasional reports, some of them conference proceedings. Six reports have been published:
PER 1 – "Education for peace in the nineties: A conference report (PEC/IPRA, Groningen, July 1990)" (1990);
PER 2 – "Peace education: A tentative introduction from a Swedish perspective" by Bengt Thelin (1991);
PER 3 – "Peace education: A selective bibliography" by Åke Bjerstedt (1991);
PER 4 – "Conceptions of the future and education for responsibility" by Åke Bjerstedt (1992);
PER 5 – "Peace education: Glimpses from the EUPRA Conference in Firenze" (1992);
PER 6 – "Education for peace: A conference report from Kyoto" (1992).

"Peace Education Miniprints" (PEM) is a series of short contributions, sometimes reprints of journal articles. The following seven miniprints were issued during 1990:
PEM 1 – "Introducing the PEC network";
PEM 2 – "Peace education: Basic books – Recent publications";
PEM 3 – "Peace education, social responsibility and social transformation" by Susan Alexander, Celina Garcia and The Project Preparedness for Peace;
PEM 4 – "Peace education in the nineties: A reappraisal of values and options" by Lennart Vriens;
PEM 5 – "Stop and think! Dialogue, critical thinking skills and creative conflict resolution in peace education" by Tom Roderick and The Project Preparedness for Peace;
PEM 6 – "Towards a rationale and a didactics of peace education" by Åke Bjerstedt;
PEM 7 – "Peace education, world studies, global futures" by David Hicks and The Project Preparedness for Peace.

The following seventeen miniprints were issued during 1991:
PEM 8 – "The raising of a peaceful boy" by Birgit Brock-Utne;
PEM 9 – "Preparedness for the future – Preparedness for peace: Reports and miniprints from the Malmö School of Education";
PEM 10 – "Education for world citizenship: Peace learning, empowerment into action, and transnational networks" by Elise Boulding and The Project Preparedness for Peace;

PEM 11 – "Peace education meets the challenge of the cultures of militarism" by Riitta Wahlström;
PEM 12 – "Books on peace education: A selective bibliography";
PEM 13 – "Peace education and the development of teaching materials for peace and justice in Ireland" by Raul Rogers, Maura Ward and The Project Preparedness for Peace;
PEM 14 – "Articles on peace education: A selective bibliography";
PEM 15 – "Research and development related to peace education in the Netherlands: Views from the Polemological Institute, University of Groningen" by Henk B. Gerritsma, Daan Verbaan and The Project Preparedness for Peace;
PEM 16 – "Psychological aspects of peace/war issues: A selective bibliography";
PEM 17 – "The difficulties of peace education" by Åke Bjerstedt;
PEM 18 – "The challenge of peace education: Do our efforts make a difference?" by Ian M. Harris;
PEM 19 – "The UNESCO Prize for Peace Education: Ten years of learning for peace" by Unku Abdul Aziz and Betty A. Reardon;
PEM 20 – "Enemy images among university students in four countries: A cross-national exploration using an associative technique" by Åke Bjerstedt, Jørgen Pauli Jensen, Søren Keldorff, Olga Melnikova, Yuri Shirkov and Riitta Wahlström;
PEM 21 – "Membership directory of the Peace Education Commission";
PEM 22 – "Peace education: Perspectives from Japan and Poland" by Mitsuo Okamoto, Bogdan Rowiński and The Project Preparedness for Peace;
PEM 23 – "Educating beyond hate" by Morton Deutsch;
PEM 24 – "Education for peace in the classroom – Curriculum development strategies and materials: A case study from Ireland" by Paul Rogers.

The following fifteen miniprints were issued during 1992:
PEM 25 – "Peace education: Perspectives from Malta and England" by James Calleja, Thomas Daffern & The Project Preparedness for Peace;
PEM 26 – "Peace studies in the United States at the university and college levels" by Ian M. Harris;
PEM 27 – "Peace education in Australia: The legacy of the 1980s" by Max Lawson and Frank Hutchinson;
PEM 28 – "Education for peace" by Christoph Wulf;
PEM 29 – "Enemy images, developmental psychology, and peace education"

by Petra Hesse and The Project Preparedness for Peace;
PEM 30 – "Peace education and traditional school subjects" by Åke Bjerstedt;
PEM 31 – "Peace education: Perspectives from New Zealand and Italy" by James Collinge, Alberto L'Abate and The Project Preparedness for Peace;
PEM 32 – "Peace education around the world at the beginning of the 1990s: Some data from questionnaires to Ministries of Education and members of the Peace Education Commission" by Åke Bjerstedt;
PEM 33 – "Education for global survival: Reflections based on some Swedish experiences and examples" by Bengt Thelin;
PEM 34 – "The PEC network 1992: Directory of the Peace Education Commission";
PEM 35 – "Peace education in a hostile environment: The divided society of Northern Ireland" by Terence Duffy;
PEM 36 – "Peace education in Japanese universities" by Hideo Fujita and Takehiko Ito;
PEM 37 – "Peace education in New Zealand" by James Collinge;
PEM 38 – "Building a peace education program: Critical reflections on the Notre Dame University experience in the Philippines" by Toh Swee-Hin, Virginia Floresca-Cawagas and Ofelia Durante;
PEM 39 – "Tragic pages: How the GDR, FRG and Japan processed their war history – Lessons for education for peace" by Robert Aspeslagh.

So far, the special *"university-level news bulletin"* has published four issues (two issues in 1991, two issues in 1992). At present, this special news bulletin is distributed to all PEC members at no extra charge.

All materials mentioned can be ordered from PEC, School of Education (attn: T. Löthman), Box 23501, S-200 45 Malmö, Sweden.

Conferences

The major conference event during 1992 was the IPRA Conference in *Kyoto*. The Peace Education Commission had a heavy program there, with ten sessions, including one pre-conference meeting. Three of the sessions were devoted to general discussions, informal information on members' activities, nominations of new Council members and planning for the future; the remaining seven sessions were used for presentations and discussions of papers. Thirty-one papers were read. A report on the PEC sessions in Kyoto

has been published as No. 6 in the series "Peace Education Reports" (240 pages).

After an introduction with some overview information about the conference, the Kyoto report is divided into four parts. The first part contains three "area studies", i.e. papers reporting on developments related to peace education in a special geographical area. The second part includes three "comparative studies", where comparisons are made between various countries or between different time periods. The third part, here labelled "Concepts and methods", has a somewhat more mixed character and comprises seven papers. While parts 1-3 contain full papers (or substantial extracts of papers), the fourth part of the report presents the remaining PEC papers from the Kyoto conference in brief summary form.

PEC members try to meet in mini-conferences between the major IPRA Conferences. In 1991, such a meeting was held in *Firenze*, and a report on that conference was published in 1992 (as No. 5 in the series "Peace Education Reports"). For 1993, a similar PEC meeting has been planned in *Budapest*; an invitation to take part in this conference was distributed in December, 1992.

Other Activities

Research and development projects are typically carried out by individual members or teams of members, not by PEC as such. PEC's role may sometimes be supportive, as in the search for funding or otherwise facilitating, in suggesting international co-workers, for example. – Three activities at the PEC office may be mentioned briefly. An international survey of peace education (at the school level) in different countries has been carried out (cf report No. 32 in the "Peace Education Miniprint" series above). A bibliography of peace education literature has been compiled and printed ("Comprehensive peace education: A bibliography", 1992). A number of interviews with peace educators in different countries have been edited and published ("Peace education around the world", 1992).

PEC tries to keep in touch with UNESCO and various other organizations with ambitions related to those of PEC. For example, PEC Council member James Calleja was recommended by the PEC office to take part in an earlier Tunis meeting on international education in higher education organized by UNESCO. As a follow-up, James Calleja is editing a publication on this topic for UNESCO, with contributions by PEC members and others.

"Peace Education Miniprints" are published and distributed by the R&D Group "Preparedness for Peace" (address: School of Education, Box 23501, S-200 45 Malmö, Sweden).

At present "Peace Education Miniprints" will also function as aids in the networking activities of PEC/IPRA (the Peace Education Commission of the International Peace Research Association).

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